

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Cokethorpe School

Full Name of the School	Cokethorpe School
DCSF Number	931/6046
Early Years Number	N/A
Registered Charity Number	309650
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Age Range of the whole school	4 to 18
Gender	Mixed
Inspection Dates	5th to 8th October 2009
Early Years Age Range	4 to 5
Early Years Gender	Mixed
Early Years Foundation Stage Inspection Dates	5th and 6th October 2009

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

CONTENTS

1. INTRODUCTION	1
Characteristics of the School	1
2. THE QUALITY OF EDUCATION	3
The Educational Experience Provided	3
Pupils' Learning and Achievements	6
Spiritual, Moral, Social and Cultural Development of Pupils	8
The Quality of Teaching (Including Assessment)	9
3. THE QUALITY OF CARE AND RELATIONSHIPS	13
The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils	13
The Quality of Links with Parents and the Community	15
4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT	17
The Quality of Governance	17
The Quality of Leadership and Management	17
5. CONCLUSIONS AND NEXT STEPS	19
Overall Conclusions	19
Next Steps	19
6. SUMMARY OF INSPECTION EVIDENCE	20
List of Inspectors	20
7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)	21
What the Setting Should Do to Improve	22

1. INTRODUCTION

Characteristics of the School

- 1.1 Cokethorpe School was founded in 1957 as an independent boarding school for boys aged thirteen to eighteen and became a charitable trust in 1963. Girls were admitted in 1992 and a junior school was established in 1994. Boarding provision ceased in 2003. The school is situated in 150 acres of parkland two miles south of Witney in Oxfordshire.
- 1.2 The school seeks to educate and nurture its students and to help them fulfil their potential by providing a challenging and rigorous set of academic and extra-curricular programmes within a caring and supportive environment. The school believes that patient study and the art of constructing a community are things that have to be taught, passed on and preserved. Pupils are encouraged to understand that learning is a lifelong endeavour that is valuable and enjoyable in itself, to strive for self-esteem, high personal expectation and confidence, and to be respectful to others. The school aims to enable pupils to leave school with a set of spiritual and moral values, based on Christian principles, which will govern their attitudes and actions. The school encourages pupils to test and learn about themselves, to grow intellectually, physically, socially and emotionally, and to develop a capacity for clear and creative thought. The school seeks to prepare pupils to live great and giving lives, with enquiring and discriminating minds and a desire for knowledge.
- 1.3 At the time of the inspection, 667 pupils were on roll, 443 boys and 224 girls, aged between four and eighteen. The junior school, including the Reception class of six pupils, has 127 pupils, 78 boys and 49 girls; the senior school has 540 pupils, 367 boys and 173 girls and includes a sixth form of 173 pupils, 115 boys and 58 girls. The sixth form has quadrupled in size in recent years.
- 1.4 Pupils come from a wide range of socio-economic backgrounds. The vast majority of pupils are British nationals, with just a few from overseas, mainly from China. Pupils travel to the school from a wide area, including Wantage, central Oxford, Swindon, Abingdon and local villages. Substantial numbers use the school's bus service.
- 1.5 Local state, independent primary and prep schools provide about half of the entry at the age of eleven, the rest coming from Cokethorpe's own junior school. Entry is through a process that includes an interview, a report from the current school and an academic assessment. Pupils who need learning support are interviewed and assessed so that their needs can be met by the learning support department.
- 1.6 Standardised tests indicate that in the senior school, the ability range of pupils is in line with the national average, although at the top of that category. If pupils perform in line with their ability they will obtain results in line with the average for all maintained secondary schools. There is insufficiently reliable data to make a firm judgement about the ability of the sixth form which must be assumed to be in line with the national average, so that pupils will obtain results which are in line with the national average for all maintained secondary schools. Standardised tests indicate that the average ability in the junior school is just above the national average. One hundred and eight pupils have been identified as having learning difficulties and/or disabilities (LDD), and 70 of them receive specialist learning support from the school. English is not the principal language for twenty-one pupils, ten of whom receive English language support.

- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.
- 1.8 See Section 7 for the report on the Early Years Foundation Stage.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

2.1 The education that the school provides for its pupils is of good quality and fulfils its aim to enable students to realise their potential. The short-comings noted at the time of the last inspection have been fully addressed. Considerable advances have been made in the use of information and communication technology (ICT), particularly in the senior school where examples of excellent practice were seen in a number of departments. Learning support is now good with improved monitoring of individual support, and planning of the overall curriculum is more effective. In the junior school, planning at the subject level has benefited from the collaborative rewriting of all the schemes of work. With few exceptions, departmental handbooks and schemes of work in the senior school are not comprehensive. Curricular links between the junior and senior school have been strengthened.

Junior School

2.2 Considerable emphasis is placed on the development of communication skills in English. Pupils read and write competently, and Year 4 pupils performed the play scripts they had written clearly and confidently. All pupils acquire confidence in handling number and carrying out the four basic operations of addition, subtraction, multiplication and division; the more able tackle graphs and simple equations. Year 5 pupils interpreted bar line graphs and were encouraged to think about the mode and how to read the two axes carefully. In science, pupils develop good observational skills and learn the principles of scientific investigation. Human and social education threads through the programmes of religious education (RE), history, geography and personal, social and health education (PSHE). Year 2 pupils learned about co-ordinates in geography and applied this knowledge to map reading. Year 3 pupils made Viking longboats from studying pictures. Creative and aesthetic development is well catered for through art, music and drama, the Friday programme of activities, and the annual Junior Arts Week. Drama is woven successfully into the timetable through performances in assembly, school shows and timetabled lessons and makes a significant contribution to pupils' personal development.

2.3 Opportunities for pupils to develop their ICT skills have increased considerably since the last inspection through the use of newly-purchased laptops and from time spent in the senior school ICT suite. Year 6 pupils demonstrated their ability to write a simple spreadsheet and could enter formulae and copy and paste appropriately. Design and technology (DT) is incorporated into the curriculum as an activity within the activities programme and the Junior Arts Week.

2.4 Generous time is given to all kinds of physical activity and good use is made of the extensive grounds. The school has an all-inclusive policy for sport so that pupils of all ages have a chance to take part in teams.

2.5 Pupils' experiences of PSHE reflect the school's aims and ethos. The well-developed scheme for PSHE is well taught and is included in the formal timetable, a distinct improvement since the last inspection.

2.6 The curriculum is enriched by visits from people in the community, through educational trips and through focus days. Pupils' understanding of the environment is enhanced by visits to the Hill End Field Centre, historical appreciation is gained from visits to museums, and Year 6 pupils value residential outdoor pursuits trips to Wales.

- 2.7 Pupils enjoy a range of activities which contribute significantly to their personal development. The great majority of these are sporting or musical while others reflect the diverse interests of the staff such as knitting, puppet making and tabletop war-games. External instructors take clubs such as modern dancing and golf. The before-and-after-school care arrangements are well co-ordinated to support the educational experiences for those who use them.
- 2.8 The school prepares pupils well for each stage of their education. New pupils are introduced sensitively to the classroom, and all new-comers benefit from having a 'buddy' to help them in their early days. As pupils move up through the school, they take part in transfer days in the summer term, and staff liaise well with each other to ensure that information about their pupils is passed on at the start of each academic year, particularly in respect of those in receipt of learning support. Senior school heads of department visit the Year 6 pupils to discuss their move to the senior school and regular information meetings are held between parents and the school.
- 2.9 The educational experience is vibrant and well planned so that all pupils are able to benefit from what is provided. Curriculum documents and schemes of work have been thoroughly revised and rewritten by the staff over the last few years and provide coherent, well-thought-out and detailed programmes across the school. Subject co-ordinators revise these documents annually.
- 2.10 Provision for pupils with learning difficulties and for those who are learning English as an additional language is good. Effective support is provided in the classroom by the teacher and classroom assistants and some pupils are withdrawn either in small groups or individually to receive extra specialised help from learning-support teachers. Pupils' needs are discussed with parents and detailed individual education plans (IEPs) are written by the learning support teacher in conjunction with class teachers. The school has identified pupils who are gifted and/or talented and is in the early stages of developing a set programme for them to encompass all areas of the curriculum.

Senior School

- 2.11 The school's broad curriculum includes all National Curriculum subjects and provides good opportunities for pupils' human and social, linguistic, mathematical, scientific and technological development as well as making an effective contribution to their aesthetic, creative and physical development. Pupils in Year 7 take three separate sciences and two modern foreign languages. Opportunities for DT are limited to resistant materials and graphic products. Pupils in Years 10 and 11 take a core of English, mathematics and science, games and PSHE, together with five options chosen from a broad range which includes some subjects suitable for pupils of differing abilities. Pupils take GCSE core science and the top set takes GCSE English at the end of Year 10, and the most able mathematicians take additional mathematics at the end of Year 11. The range of A-level subjects is broad and has been expanded to include subjects suitable for pupils of different learning aptitudes.
- 2.12 The academic curriculum is enriched by a range of subject-based activities such as visits to galleries, museums, theatres and concerts and by the extensive sporting and cultural activities. Provision for sport is of a very high standard and includes both team and individual sports. All pupils are encouraged to take part and have the opportunity to represent the school at some level. The range of activities is wide, and includes subject-based societies and special interest clubs such as chess, foreign film and the building of go-karts. However, access to these activities is limited for those in Years 7 and 8. In addition, a number of successful drama, music and debating activities take place at lunchtime. Lectures by invited speakers, including members of staff talking about subjects outside their

specialisms, provide further intellectual stimulus to the pupils. The curriculum and extra-curricular activities together contribute well to pupils' overall development.

- 2.13 The school has a wide-ranging and well-organised PSHE programme, which helps to develop important life skills, including those related to social and personal responsibility. All important areas are covered at the appropriate time, and the approach matches the age and maturity of the pupils. The programme is organised and taught through the school's house system, though the quality of the lessons seen was uneven. The programme is reinforced by assembly themes and visiting speakers. A very effective lecture and demonstration by the local fire brigade to Year 11 brought home important lessons about car safety and the perils of reckless driving. The school's extensive sporting provision ensures that all pupils develop an understanding of how to stay fit. The Duke of Edinburgh's Award scheme provides opportunities for pupils to contribute to the community, as does the work experience scheme.
- 2.14 Pupils receive good preparation for GCSE and A-level choices and guidance for university entrance is thorough, but the careers education component of PSHE is not well developed. The school is aware of this and the programme is being reviewed.
- 2.15 The planning of the educational experience is thorough and comprehensive, though the amount of time allocated to English and mathematics is low compared with the time available for sport. The school is aware of this and is reviewing the situation for the next school year. The Years 10 and 11 programme is designed to ensure that all pupils follow a core of subjects while giving them space to pursue their own interests. English, mathematics and science are set by ability throughout Years 7 to 11. Other subjects in Years 7 to 9 follow the English groups, whilst in Years 10 and 11 groups are based on the option blocks. Planning at a subject level is uneven and department handbooks and schemes of work vary in quality. A few are excellent but others are inadequate: in some no mention is made of addressing the needs of different abilities; others do not contain a marking policy, and some make no mention of the department's contribution to the personal development of the pupils.
- 2.16 Pupils with LDD, including those with statements of special educational needs or for whom English is an additional language (EAL), are well supported. All pupils are screened on entry to the senior school and again in the middle of Year 9. Information concerning those who have been receiving support in the junior school is passed to the senior school. When problems are identified, the co-ordinator for learning support meets parents and draws up a detailed IEP. The IEP is posted on the school's intranet and provides guidance for teachers. Support is largely by withdrawal from normal classes, though some in-class support is provided. Progress is assessed through end-of-year examinations, including some standardised tests. The IEPs are reviewed termly and revised where necessary. The pupils with EAL receive good specialised help which enables them to adapt quickly and make progress. The school identifies those who are gifted and talented and makes good provision. 'Scholars' are selected in Years 7, 9 and 12 and take part in extension activities such as the critical thinking group in Years 8 to 10. Some pupils take GCSE early in a few subjects or attempt more difficult courses. Pupils who are talented in sport receive excellent coaching. Considerable numbers represent the county or region, and others achieve international honours.

Whole School

- 2.17 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

2.18 The school is successful in fulfilling its aim to promote achievement and develop individual potential across a wide range of subjects and activities in both the junior and the senior school. In the junior school pupils acquire good levels of knowledge and skill in most subjects, and have made particular progress in English. In the senior school they achieve well in public examinations in relation to their abilities and have made progress since the last inspection, particularly at A level. Academic success is matched across the whole school by individual and group successes in a wide range of extra-curricular pursuits. Pupils are hard working and enthusiastic and are competent learners.

Junior School

2.19 Pupils reach a high standard in all aspects of English. They listen carefully and speak clearly and confidently; they are not afraid to express their opinions. The standard of spelling and grammatical knowledge is good and pupils write competently in a variety of registers, employing an extensive and imaginative vocabulary.

2.20 Pupils have good mathematical skills. Year 2 pupils showed competence in counting forward and backward in tens, and the most able mathematicians in Year 6 demonstrated clear understanding of the steps required to solve algebraic equations. Pupils are able to apply their mathematical knowledge in other contexts; they use graphs confidently in geography and science.

2.21 Pupils have good scientific understanding. They observe closely, show creative thinking in the way they devise investigations and understand the notion of a fair test. During investigations, they measure results accurately, checking them with those of their partners, and represent them graphically. In a Year 6 lesson where they looked into the relationship between pulse rate and heart beat, pupils were able to explain clearly how an average was calculated and were able to work out the interval required for drawing a frequency diagram.

2.22 Pupils have made particular progress in ICT since the last inspection, making good use of the recently acquired laptops. Year 5 used drawing tools to create their own 'Matisse snail', opening and closing windows, keeping track of where they were, and showing imagination and creativity in the way they manipulated shape and colour. Year 6 used spreadsheets to plan and calculate the cost of a party, co-operating well to resolve problems.

2.23 The attainment of different groups of pupils across the curriculum is generally good in relation to their ability. In English, it is particularly good. It is noticeable, however, that progress is greatest for the most and the least able. Progress for the pupils of average ability is satisfactory. The standardised tests which the school uses to measure progress confirm that in English pupils achieve above nationally recognised expectations for pupils of similar age and ability.

2.24 The school's aim of developing the whole person, encouraging breadth of interests and setting high expectations results in high standards in a range of sporting and cultural activities. Sports teams are highly successful and both boys and girls have been selected for county teams and training squads in hockey and cricket, in some cases in older age groups. One pupil is national kayak champion in her age group. Many pupils have instrumental lessons and are successful in external music examinations. Others are successful in dance examinations. Pupils take part in the Junior Mathematics Challenge, winning gold and silver awards. The junior school is highly successful in fund-raising for charity. Drama productions are of a high standard, as is the singing of the choir.

- 2.25 Pupils have strongly positive attitudes towards their work and study. Their work books are well-organised and well-presented. As they progress through the junior school, they demonstrate that they are able to study with increasing levels of independence. They acquire good note-making and drafting skills. For example, a Year 5 geography group made notes on a video about the water cycle, and Year 5 English pupils drafted a newspaper article about the murder of Duncan in *Macbeth*, using their laptops. From Year 3, pupils have increasing opportunities for individual research in history and geography. Year 6 were engaged in a combined ICT and geography project on mountains. Independent learning is further developed in science where pupils plan investigations and collaborate effectively with their classmates to achieve the desired results.
- 2.26 Pupils work well together; they support each other and have respect for each other's views. Year 4 PSHE pupils listened intently and with interest as their classmates shared what objects at home were particularly special to them, for example, a 'baby blanket'.
- 2.27 Pupils are enthusiastic and clearly enjoy attending school. They talk warmly and positively about their learning and achievements in lessons and in activities. They like and respect their teachers and work hard to please them. They settle quickly, apply themselves to their tasks and persevere in the face of challenge.

Senior School

- 2.28 As they progress through the school, pupils demonstrate critical and creative thinking and develop good levels of knowledge and skill. They speak confidently, display an ability to think independently and are confident in their utilisation of ICT. Year 13 pupils looking at the reasons for design failures were analytical and perceptive in their comments. Year 9 pupils discussed the death penalty thoughtfully, expressing their ideas clearly. Year 8 pupils used increasingly complex games to develop their understanding of probability theory. Year 10 pupils showed a high level of ICT skills as they improved their designs of a pamphlet on looking after animals.
- 2.29 GCSE results in the period 2006 to 2008 were above the national average for all maintained schools, representing good achievement. In 2009, the results were even better than in 2008, particularly with regard to the proportion of the highest grades. Standardised measures indicate that pupils make good progress in relation to their abilities. Over the same period, A-level results were in line with the national average for all maintained schools, representing sound achievement. The results for 2008 were significantly better than those for the previous two years, and that improvement has been maintained in 2009. In both years, the proportion of A and B grades increased markedly. Standardised measures for 2008 and 2009 indicate that in those years pupils made good progress in relation to their abilities. Overall, boys and girls within the school perform equally well, though at GCSE and A-level girls are awarded a greater number of the highest grades. Pupils with LDD are well supported and achieve at least in line with their ability, whilst the gifted and talented programme encourages academic excellence amongst those of greatest ability.
- 2.30 In line with the school's aim for pupils to fulfil their potential in all spheres of activity, achievement is not confined to academic subjects. Pupils have distinguished themselves both as individuals and as members of teams in a wide range of extra-curricular activities. Sport is particularly strong and teams perform well in county and regional tournaments. Boys and girls gain selection for county and regional teams in most of the sports in which the school participates, and a number have achieved international recognition. This high level of individual performance is matched by depth; in each year group, several teams are fielded to ensure that all who wish to represent the school have a chance to do so. Drama productions are of a high standard, and pupils have progressed to take part in professional productions

and gain places at drama schools. Pupils are successful in music examinations with significant numbers gaining distinctions and merits up as far as Grade 8. Every year pupils compete successfully in the UK Mathematics Challenge, and pupils gain gold, silver and bronze awards in The Duke of Edinburgh's Award scheme. Conscious of their privileged position, pupils raise considerable sums for local, national and international charities.

- 2.31 Pupils organise their work well and are effective note makers, particularly in the sixth form but also lower down the school. A Year 10 biology group doing research on brain diseases in the library made concise notes, extracting key information from resource material in an effective way. As they progress through the school, pupils begin to work independently, to ask questions and to challenge. The gifted and talented programme highlights individual research and provides opportunities for able pupils of all ages throughout the school.
- 2.32 Pupils work well in teams and relish the opportunity to work co-operatively. This is particularly evident in the successful sports teams and drama performances but it is also evident in lessons. For example, Year 10 philosophy pupils competed enthusiastically as two teams to answer questions on Thomas Aquinas's cosmological argument for the existence of God, and Year 13 chemistry pupils carried out practical work in groups of two or three, assisting and supporting each other.
- 2.33 Pupils are conscientious and well motivated; they settle quickly and are not daunted by difficulties. They work with demonstrable enthusiasm, encouraged by the enthusiastic and encouraging teaching.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.34 The personal development of the individual is at the heart of the school's philosophy, and pupils at the school show excellent spiritual, moral, social and cultural awareness. They develop high self-esteem whilst remaining mindful of the needs and claims of other members of the school community and of the world beyond the school gates. The school's Christian ethos, the strong house system, PSHE and RE all make their contributions. Since the last inspection, PSHE has been considerably strengthened in both junior and senior schools.
- 2.35 Pupils show strong spiritual awareness; they are confident, considerate to others and morally aware, and the school is a tolerant and inclusive community. The many activities offered by the school enable pupils to develop self-esteem and self-confidence. The Christian values that are the school's inheritance are evident in the pupils' everyday dealings with one another. Assemblies and chapel offer pupils the opportunities to explore values and beliefs and to gain knowledge of self. The chaplaincy is playing an increasing role in the spiritual and personal development of the pupils. Within the curriculum, pupils have the opportunity to evaluate and discuss ethical and moral issues. A Year 10 philosophy group discussed Aristotle's theory of the nature of the soul at an intellectually high level, and at another level a Year 5 history group discussed the notion of hierarchy in Egyptian society and its relevance to the school.
- 2.36 Pupils show high levels of moral awareness; they have a well-developed ability to distinguish between right and wrong. In this they are set a good example by the staff, both teaching and non-teaching. Standards of behaviour are high throughout the school; pupils are sensitive to the needs of others and treat their fellows with respect and kindness. They are aware of school rules and consider them fair, but for most of the time pupils regulate themselves. The school has a clear code of conduct which pupils understand and respect, and misdemeanours are dealt with firmly but sensitively. In the junior school, classes discuss and write their own code of behaviour and agree behaviour targets. The ethos of the school with its values and standards promotes moral development. Numerous opportunities through assemblies, PSHE,

tutorials and much of the curriculum ensure that pupils are challenged to consider their responses to moral issues. Year 9 pupils, for instance, discussed the arguments for and against capital punishment, and an outside speaker engaged pupils in a discussion of the issues in the Middle East conflict.

- 2.37 Social development is excellent. Pupils accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. The house system reinforces the sense of community and provides opportunities for pupils to develop their social skills. Pupils identify strongly with their houses in both the junior and the senior school and take pride in representing them in the various house competitions. The qualities of leadership and teamwork are strong through the many activities which allow pupils to work as teams and take responsibility as prefects, heads of house and sports captains. Trips, adventurous pursuits and residential visits in this country and abroad provide further opportunities for pupils to develop socially. The PSHE course provides regular input into pupils' education as citizens, and they acquire a sound knowledge of social and political institutions. Pupils are aware that they are privileged, and they work hard and successfully to help those in need through fund-raising for charitable causes, often initiating projects themselves.
- 2.38 Pupils develop well culturally, acquiring respect for and an appreciation of their own and other cultures. The wide range of musical and drama and art activities, visits to the theatre, concerts and galleries provide a rich experience which makes a strong contribution to pupils' personal development. Music in a Year 1 maths lesson had a calming influence and encouraged reflection and the same group thought quietly about the colour of sunflowers before embarking on their interpretation of the Van Gogh painting. Learning to perform before others increases the pupils' confidence and self-esteem. Pupils have many opportunities to learn about other cultures. In RE, pupils learn about other faiths and are encouraged to be understanding and tolerant. Year 6 held a 'Mexican Mayhem' of clothes, artifacts, music, dance and dressing up. The junior school took part in a Languages Day and followed news events on a world map. In the senior school, pupils study poetry of other cultures, in geography they learn about rainforests, sustainability and global food production, and in biology they discuss the effect of meat eating and vegetarianism on world resources. Visits abroad and support for overseas charities also increase pupils' awareness of other cultures. Each year, a group of sixth formers do voluntary work in a school in Lesotho for three weeks.

Whole School

- 2.39 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.40 The overall quality of teaching is good in both the junior and senior schools, as it was at the time of the last inspection, and it enables all pupils to make good progress. Some lessons observed during the inspection were outstanding. Teachers make good use of a range of different approaches and strategies to stimulate and enrich the curriculum. Relationships between staff and pupils are excellent. The teaching of pupils who need learning support is good. Assessment has improved and better use is made of the data produced by standardised tests, but the quality of marking remains uneven.

Junior School

- 2.41 Teaching promotes good progress particularly for above and below average pupils. It provides a secure foundation for all, encourages the most able to extend their knowledge and enables pupils who require learning support to make good progress in relation to their ability. In a Year 5 ICT lesson using the drawing tool, less able pupils were able to make the same progress as their peers because of the extra help given by the teacher and their confidence in his knowledge.
- 2.42 Teaching helps pupils to learn to develop key skills and use them effectively, particularly in the creative and physical aspects of the curriculum, and also in science. Enthusiastic teaching fosters application and pride in achievement on the part of the pupils. It also provides opportunities for independent thinking and learning.
- 2.43 Teachers have high expectations of pupils' behaviour. They display a clear enjoyment of the work they do; they are encouraged to develop concentration and to persevere in tasks. Teaching promotes good organisation. At a Year 1 registration and preparation for the day, pupils organised their belongings and then settled down to reading. They responded to registration using signing and the Spanish 'Hola', and then set off happily, looking forward to the day ahead.
- 2.44 Lessons are well planned. Effective subject planning and long-term planning allow for clear progression and some effective cross-curricular links. Teachers manage time wisely and lessons involve a good balance of activities, although there is a tendency to overuse worksheet-based tasks in some subjects. Bright classroom displays provide environments conducive to learning. A Year 3 science lesson investigating snails was well planned and showed excellent use of a variety of teaching methods, encouraging pupils to ask questions and work co-operatively on well-chosen tasks, suited to their age and ability.
- 2.45 Close liaison among staff, information from the learning support teacher and standardised assessment data all ensure that teachers have a good knowledge of pupils' abilities. Teachers are sympathetic to the individual needs of their pupils and provide a great deal of individual support to those pupils who are less confident.
- 2.46 Teachers have secure knowledge of the subjects they teach and are supported by effective subject co-ordinators. Specialist teaching in subject areas, including French, games, music and drama, greatly enhances pupils' learning. Teachers demonstrate commitment and enjoyment in what they teach and convey this enthusiasm to their pupils.
- 2.47 A wide selection of good quality resources supports the teaching and learning. They are used effectively and appropriately for all age groups. The recently acquired classroom laptops provide a new and exciting facility which supports many aspects of learning. The junior library is attractive and well used.
- 2.48 The assessment of pupils' work is thorough and records are comprehensive, but the quality of marking is uneven. Examples of the best marking included encouraging comments and targets for improvement. Some marking, whilst thorough, does little to extend pupils' understanding or support their future learning. End-of-year tests for English and mathematics are well devised. Since the last inspection, the school has used nationally standardised tests, alongside internal assessment, to monitor pupils' performance against national norms and to inform future planning.

Senior School

- 2.49 The teaching enables pupils of all abilities, including those with learning difficulties and English as an additional language to make good progress relative to their ability, as evidenced by examination results and standardised measures of progress.
- 2.50 Teachers employ effective strategies to enable pupils to think for themselves and to challenge the material being imparted. In a Year 12 maths lessons pupils were challenged to think about the properties of quadratic equations by being presented with statements that were not necessarily correct. A relaxed collegial approach but with clear strategies enabled the teacher in a Year 10 philosophy lesson dealing with the existence of God to stretch able pupils by engaging them in intellectual discussion of a high order.
- 2.51 Excellent relations between pupils and teachers and varied teaching strategies encourage pupils to behave responsibly and provide an environment in which they enjoy learning. In a Year 9 history lesson on attitudes to women in the nineteenth century, pupils discussed video extracts from *Pride and Prejudice* to discuss why women did not have the vote. The freshness of approach ensured that pupils were fully committed and gained considerably in their understanding.
- 2.52 Teachers display high levels of subject knowledge and convey their enthusiasm to their pupils. Lessons are well planned, time is used effectively and most lessons are conducted at an appropriate pace. The most successful lessons were characterised by the teachers' enthusiasm, sense of purpose and diversity of approach. In a few lessons, pupils' learning suffered from a lack of pace and lack of opportunities to participate fully.
- 2.53 Teachers know their pupils very well and give their time freely outside timetabled lessons to help them. They have at their disposal a considerable amount of information about their pupils' aptitudes and abilities: computerised assessment data, IEPs, the LDD register and the gifted and talented register. In the best lessons, they make full use of this information. For example, in a Year 7 mathematics lesson with a lower ability group the teacher demonstrated excellent understanding of the pupils individual abilities and needs by using Cuisinaire rods as a practical and visual approach to building equations and understanding algebra, and enabled all the pupils including those with learning difficulties to progress well. Whilst the level of work was appropriate in many subjects, particularly those that set by prior attainment such as mathematics and science, in a number of lessons approaches and tasks were not differentiated to meet the needs of the pupils.
- 2.54 Teaching is well supported by a range of excellent facilities and resources. All departments are amply resourced with books and ICT facilities. In most departments, teachers make good use of ICT in the classroom to enhance their teaching. The extensive sports facilities, design technology and art facilities and well-provisioned library all provide a positive teaching environment.
- 2.55 Work is marked regularly, although there are inconsistencies both within and between departments. The best marking was informative and encouraging, often with targets identified to promote further learning, but some was cursory with little reference to the level being attained. Assessments in the form of tests are systematic and results are related to appropriate national levels, and these provide information for future teaching.
- 2.56 The school uses standardised tests to establish a baseline from which to calculate pupils' progress to GCSE. As yet the school does not have a reliable baseline from which to calculate progress to A level, though this is being remedied in the current year. A very good management information system is in place which allows departments to enter assessment data and examination results and to monitor pupils' progress and set targets. Departments

are increasingly using the information to inform their planning, and senior management carries out a detailed analysis of examination results to calculate overall achievement.

Whole School

2.57 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The high quality of pastoral care, welfare, health and safety noted in the last report has developed further. It is now excellent, and supports the school's aims to foster a caring, tolerant, supportive community. Tutors know their pupils well and give them every support. Informal relationships are excellent. The school has a comprehensive welfare policy, and health and safety standards are maintained in exemplary fashion throughout the school. Since the last report, housemasters and housemistresses have greater involvement with pupils and parents, and improvements have been made to the arrangements for PSHE and the tutor programme.
- 3.2 Tutors are central to the pastoral care system; they monitor pupils' personal development and academic progress and display high standards of care. Pupils feel secure and valued and know that they always have a member of staff to whom to turn. Both parents and pupils expressed their appreciation of the quality of care and support.
- 3.3 Staff are helped in the care they practise by the very effective structure and management of pastoral arrangements within the junior and senior school. In the junior school, class teachers are responsible for pastoral and academic management. The class teachers do not move with their pupils enabling them to adapt to a wider range of adults. The close-knit family atmosphere and the weekly meetings of junior school teachers ensure that concerns about pupils are shared and monitored. Pupils also benefit from the house system and the range of house competitions fosters their house spirit. They retain membership of the house when they move to the senior school, reinforcing their house allegiance.
- 3.4 Within the houses, pupils are organised on a year basis where tutors are responsible for monitoring the pupils' personal development and academic progress. A dedicated team of six housemasters and housemistresses ably lead a team of strong and enthusiastic house tutors. For activities which affect whole year groups, housemasters and housemistresses take on additional roles as heads of year. The head of sixth form meets the team of sixth-form tutors weekly to co-ordinate the monitoring of pupils' performance and welfare. Record keeping is excellent.
- 3.5 The second master has overall responsibility for the house system and meets with the housemasters and housemistresses once a week. They are responsible for co-ordinating the activities of their tutors and for guiding and supporting them in their pastoral work with pupils. Tutorial team meetings are organised at regular intervals but much information is shared informally on a daily basis. Tutors are the first line of communication with parents and one of their first duties in September is to establish telephonic and e-mail contact with the parents of their pupils, setting up good relations for the rest of the year. The chaplain also acts as a pupil counsellor, further enriching the quality of pastoral care.
- 3.6 The housemasters and housemistresses set the tone and character of the houses, creating proud, lively communities buzzing with energy and enthusiasm. House identity is strong and pupils are loyal to their houses. House identity is further strengthened by weekly house assemblies and the wealth of competitive sporting and cultural house events, some organised by the pupils themselves.

- 3.7 Prefects make an important contribution to the pastoral system. All prefects receive training in child protection. Senior prefects attend a three-day residential training course in order to prepare them for their new responsibilities. Prefects meet weekly with the second master and act as liaison with the rest of the school. They take their duties seriously and enjoy the respect of their fellows.
- 3.8 The quality of relationships between staff and pupils is excellent and is one of the major strengths of the school. Pupils feel secure and valued and know that they always have a member of staff to whom they can turn to for support, reassurance or guidance. Pupils have a very high regard for their teachers and believe that teachers genuinely care about their well-being. The headmaster and members of the senior management team meet weekly with a randomly selected group of pupils to monitor their books, their performance and progress and to listen to anything they have to say. This exercise is followed up with a personal and much-appreciated letters to the pupils.
- 3.9 The school has a strong community spirit, which engenders good discipline and behaviour. Effective policies to promote good discipline and behaviour are in place and deal constructively with unacceptable behaviour when it occurs. The code of conduct is comprehensive and is reproduced in the pupils' school diaries. Pupils are clear that incidents of bullying are rare and that they are dealt with swiftly and effectively. Staff-awarded 'recommendations' and other rewards are sought enthusiastically by pupils and encourage them to perform well academically and contribute to school life.
- 3.10 The junior school has adopted an effective code of behaviour which has been drawn up by the pupils themselves. They have a clear understanding of this policy and regard the rules as being applied fairly. Junior school pupils can earn a range of rewards including stickers and house points, which are acknowledged with the reward of a weekly certificate for the pupil who collects the most points.
- 3.11 Practice in respect of child protection is exemplary and recruitment procedures are secure. The child protection officer (the second master) and the deputy child protection officer (the head of the junior school), have received enhanced training, which is updated every two years. The training of other staff is updated during staff training days. Child protection training forms part of the induction process for all new members of staff. One of the governors has been designated to be responsible for child protection matters; she updates the comprehensive policy annually and presents it to the governing body for approval. Registration is carried out efficiently twice a day and in each lesson, using an electronic system. Copies are kept electronically for three years. The admissions register is also electronic and contains all necessary information.
- 3.12 The general provision for the welfare, health and safety of pupils is excellent. All health and safety policies are in place and are revised regularly. Incidents are reviewed at the half-termly meeting of the health and safety committee, which is chaired by the bursar and includes a governor with specific health and safety responsibilities. The school employs a health and safety consultant who visits the school regularly and reports to the health and safety committee which initiates necessary action and reports to the governing body. All necessary measures to reduce risk from fire and other hazards have been taken; regular fire practices are logged and timed. Training in fire safety is part of the induction process for new staff and is renewed periodically. Full risk assessments are in place, and these are reviewed annually.

- 3.13 The school has a comprehensive first-aid policy. The school nurse is based in the centrally located and well-equipped medical centre and has a key role to play in the well-being of pupils. Detailed medical records are stored in the medical centre and members of staff are kept well informed about pupils' medical conditions. She is responsible for health education and attends weekly housemasters' and housemistresses' meetings. Thirteen members of staff have full first-aid qualifications.
- 3.14 Pupils appreciate the wide range of healthy and nutritious food that is available in the newly opened dining hall. Healthy eating is included in the PSHE programme in both sections of the school. Physical activities are an integral part of the whole-school curriculum and help to promote a healthy lifestyle.
- 3.15 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.16 The school has good links with parents and the community, improving the standards noted at the time of the last inspection, and fulfilling the aims of the school. Parents are very happy with the quality of education that their children receive; they are well informed and receive useful reports. They have many opportunities to be involved in the life of the school and their concerns are dealt with swiftly and sensitively. Since the last inspection, communication has improved considerably and the school has opened up its facilities for community use.
- 3.17 The vast majority of parents who responded to the pre-inspection questionnaire indicated their approval of the school in its provision and care for their children. Almost unanimously, parents think that the school promotes worthwhile values, and almost as many think highly of the educational experience, the care given to their children, the commitment of the teachers and the swiftness and sensitivity with which their concerns are addressed.
- 3.18 The school encourages parents to be involved in the life of the school through attending matches, concerts, drama performances and art exhibitions; some have helped to build and fit the ecologically friendly 'green car' in DT. The very active parents' society exists explicitly as a social network, organising social and fundraising events, supporting new parents and attending open days to meet and greet prospective parents. On the first Monday of every month, the headmaster is specifically available to parents on line to receive observations and concerns.
- 3.19 The parents of current and prospective pupils receive helpful information about the school and parents are always welcome to contact staff by email or to make appointments to discuss issues of concern. The school website also provides a wealth of information and has a secure section for parents with copies of main policies, including child protection and the complaints procedure.
- 3.20 Reporting to parents throughout the school is thorough and effective, providing details of work covered and a knowledgeable assessment of the pupil. Parents receive two reports a year and termly reports in the sixth form. In addition, in the senior school, tutor cards sent by e-mail give grades for achievement and effort. In the junior school reports are positive in tone, comments are made regarding attitudes to work and general strengths. Teachers ensure that reports are very personal and warm. In the senior school, the reports examined were clear, honest and direct. The targets for improvement revealed a good level of knowledge about pupils' strengths and weaknesses. In addition to the reports, the school organises one

parent meeting per year (two in the junior school), together with specific meetings in relation to options and careers.

- 3.21 The ready availability of the headmaster, senior management, and housemasters and housemistresses means that most parental concerns are dealt with informally, speedily and sensitively. For the few more difficult issues, the school has a comprehensive complaints procedure which is available to parents on the school's website. Examination of documentation and correspondence indicates that such matters are dealt with thoroughly. No formal complaints were registered in the last academic year.
- 3.22 The school fosters excellent links with the wider community. The focus of the external affairs programme continues to be one of close altruistic and symbiotic relationships with immediate neighbours and the wider community whilst continuing to engender goodwill and promote the school's reputation. During the past year over 3000 people have visited Cokethorpe and the school has hosted events such as a music festival. The school's good sporting facilities have been used effectively at local, county and national level, and the school is now the home of England U16 and elite rugby for Oxfordshire. The school raises considerable sums of money for a number of local, national and international charities. It has also built and continued to support a school in Lesotho.
- 3.23 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The board of governors has made an excellent contribution to the more recent development of the school, particularly in the areas of strategic planning and financial management, and as guardians of the ethos and traditions of the school. The governors are very well organised, take seriously their responsibilities as critical friends and hold the school to account. They are actively involved in the life of the school.
- 4.2 The governing body was formed when the school opened in 1957; it numbers fourteen members with successful experience in a wide range of professions; four are serving or former heads and well placed to hold the school to account. Tenure of members of the governing body is being changed to encourage new blood. Henceforth, they will be able to serve two four-year terms before a gap of at least one year. The balance of expertise is kept under review by the chairman. All necessary checks are carried out.
- 4.3 The governing body is well organised, and has five sub-committees. These cover education, estates, finance, nominations and strategy, and each meet termly. The main body meets three times a year in addition to the annual general meeting held in March. The system works well, and minutes of meetings indicate that decisions are taken after lively and well-informed debate. The result is a well-considered development plan and a sound financial base.
- 4.4 The governing body is a member of the professional association for governing bodies and takes full advantage of its in-service training. It takes its responsibilities seriously, and specific governors have responsibility for child protection and health and safety; they sit on the relevant committees, report to the governing body and are responsible for the annual review of the policies. The education sub-committee reviews the curriculum and invites members of staff to make presentations. A governor has recently visited the science department, and other similar visits are planned. As a result of pursuing a prudent financial policy, the governors have been able to effect improvements to all aspects of the school, as well as investing in a substantial programme of works, including the construction of the library and the building of an impressive new dining room and sixth-form centre.
- 4.5 The chairman is in regular contact with the school and governors are frequent visitors, seeing the school in operation and attending functions. These responsibilities and the various reports, ensure that the governors have a very clear knowledge and understanding of the working of the school.

The Quality of Leadership and Management

- 4.6 Leadership is outstanding, at times inspirational, and management is good, confirming and surpassing the judgment made at the time of the last inspection. Clear and decisive direction by the headmaster and senior management has brought improvements to all aspects of the school's activity, while maintaining and developing the school's core values. Academic results have improved. The well-conceived management structure is effective in most respects, and the appraisal scheme has brought about greater consistency of performance. The leadership and management of the junior school are also excellent and have resulted in considerable improvement since the last inspection. Staff, pupils and parents are aware of the improvements and are confident in the direction in which the school is moving. This confidence is confirmed by the substantial increase in the number of pupils on roll.

- 4.7 The school successfully fulfils its aims, achieving good and at times high standards in all areas of activity and in personal development, maintaining, through excellent pastoral care, an ethos in which all are valued equally and the sense of family and community is strong.
- 4.8 The management structure is well defined. The junior school is fully integrated into the whole school which operates as a single unit. Members of the senior management team have clear responsibilities and carry them out efficiently. They combine to form a very effective unit. Middle managers, including heads of department and heads of house, are aware of their responsibilities and carry them out conscientiously, though there is some variation in their effectiveness. Inconsistencies in practice suggest that academic monitoring at all levels is not rigorous enough.
- 4.9 The school's development plan, which was criticised at the time of the last inspection, is much improved, as a result of a careful analysis of current performance and consultation with interested parties. Staff also contribute their own ideas. Nevertheless, the document is still long, in spite of the useful summary provided for staff, and the priorities are insufficiently elaborated. Departmental heads have their own development plans but it is not clear how they are integrated into the whole. All necessary school policies are in place and are reviewed every year in respect of child protection and health and safety, and every two years for the rest.
- 4.10 The school has experienced and well-qualified staff. Recruitment procedures are secure and all necessary checks have been made, including those with the Criminal Records Bureau (CRB). The school participates in the national scheme for the induction of newly qualified teachers (NQTs). They and teachers new to the school have found the induction process to be comprehensive, efficient and supportive. Communication is good, helped by regular staff briefings. Consultation procedures are excellent; regular, minuted meetings at all levels and clear ground rules ensure that all have an opportunity to contribute to the formation of school policy. The appraisal scheme is comprehensive. Staff development is an important part of management and is supported by substantial funding. Priorities for in-service training are increasingly being determined by the outcomes of appraisal.
- 4.11 Rigorous financial management has resulted in a plentiful supply of high quality resources in all areas. Budgetary proposals are subject to detailed scrutiny before being approved. Non-teaching staff are well organised by the bursar. Regular, minuted meetings of individual sections and of section heads ensure that communication is good. Non-teaching staff also benefit from an appraisal and development scheme, which they appreciate. They work with great commitment, feel that they are valued and are proud to be part of the school community. The grounds and gardens are maintained to a very high standard and maintenance and cleaning receive equal attention. The administration of this complex organisation is most efficient and all who work in it are friendly and helpful.
- 4.12 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Cokethorpe School meets its aims and aspirations to a high degree. The broad range of academic experience is complemented by a wide range of sporting and other activities which make an important contribution to pupils' personal development. The beautiful setting and the excellent facilities, which are constantly being upgraded, make a valuable contribution to pupils' education. The whole experience is pervaded by an outstanding sense of community, to which teachers, pupils and all others who work at the school contribute in equal measure. Pupils, staff and parents are all intensely proud of their school. At the heart of the community is the excellent house system. Pupils' personal development is excellent in all respects; they are friendly, courteous and loyal to their school, and they leave as mature, confident young adults with well-developed self-belief and high moral standards. Mutual care and respect characterise all relationships. Links with parents are strong and the school contributes considerably to the wider community. Academic standards are good in relation to pupils' abilities and are exceeded only by the exceptionally high standards in sport. The school's success is the consequence of skilled and dedicated teaching, a highly effective and committed governing body, and inspirational leadership by the head, supported by his senior colleagues. Management is strong but monitoring of the implementation of school policies lacks rigour.
- 5.2 The school has made considerable progress since the last inspection and where standards were already high they have been maintained. The recommendations made at that time have been addressed. Examination results have improved, particularly at A level. The provision and use of ICT has been extended considerably. A substantial programme of works has taken place, including the construction of the library and the newly completed dining room and sixth-form centre. The school is aware that it needs to develop further the role of middle managers and to refine assessment procedures.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 The performance of the school is such that its few weaknesses are far outweighed by its strengths. To improve further the school should:
1. continue to develop assessment policies and procedures, paying particular attention to setting a baseline from which to calculate progress to A level, using assessment data and improving the quality and consistency of marking;
 2. review the roles of senior and middle management with a view to making monitoring of the implementation of school policies more rigorous.
- 5.5 No action is required in respect of regulatory requirements.
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 5th to 8th October 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 5th and 6th October 2009 by one inspector. The inspector observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr John Marshall	Reporting Inspector
Mrs Mary Booth	Head of Department, HMC School
Mrs Janet Catchpole	Former Headmistress, ISA School
Mrs Angela Carroll	Senior Teacher, HMC School
Mrs Naomi Fowke	Deputy Headmistress, ISA School
Mr Oliver Lister	Former Headmaster, ISA School
Mr Matthew March	Senior Master, HMC School
Dr Richard Ormrod	Head of Department, IAPS School
Mrs Seona Rivett	Headmistress, HMC, IAPS School
Mr Richard Walker	Headmaster, SHMIS School
Mrs Dawn Nasser	Early Years Lead Inspector

7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

- 7.1 The EYFS at Cokethorpe School is located in a part of the main junior school building, which itself is based in a Queen Anne mansion. Six children are currently on roll, five of whom are boys. The children have access to two inside classrooms, resourced with equipment and activities, together with the surrounding outside environment incorporating the woods and parkland. At the time of the inspection, no child had been identified with special needs.
- 7.2 The overall effectiveness of the setting is good. The school plans carefully to meet the individual needs of the children. Children are assessed on entry using a standardised scheme, and the results are used to inform the school's medium and short-term planning so that children reach expected attainment levels on entry to Year 1. A high adult-to-child ratio allows the team to attend to the needs for each child. Daily informal assessment of the child provides a snapshot of each child's learning. Excellent links have been made with a local nursery school. Shared practice, the use of school grounds and the coming together of the two groups help the children to increase their confidence and self-esteem. The school is aware of the benefits partnerships with the wider community can bring and is developing further links with the local authority.
- 7.3 The leadership and management of the EYFS are both good. Policies and procedures are in place to safeguard the safety, health and welfare of the EYFS children, with several elements forming part of the main junior school documents. The EYFS team provides a safe and secure environment for each child, emphasising regular routines while dealing sensitively with individual needs. As a result, children are happy and behave responsibly.
- 7.4 Parents are pleased with the excellent progress they feel their children make in their learning and development, and with the overall day-to-day care the team give their children. Clear channels of communication are in place but parents lack direct information enabling them to understand EYFS and its links to learning and development. Recruitment procedures are secure and all necessary checks are carried out. Staff development is supported by an annual appraisal system. The school development plan highlights issues relating directly for the EYFS, and in particular the expansion of the outdoor area, but does not show how this area of development links to the needs of the children.
- 7.5 The quality of the provision in the EYFS is good and some of the teaching is excellent. Within the class, clear routines enable children to participate in all activities. Teachers plan carefully, providing teacher-led activities to guide children in their learning. The layout of the environment enables the children to extend and repeat the adult-led activities but their opportunities to do so and to engage in independent learning are sometimes limited. Brief observations and photographs provide evidence of the children's progress but do not capture sufficiently in-depth observations of child-initiated learning to inform planning.
- 7.6 The success of the setting's commitment to the development of children's personal, social and emotional skills is demonstrated by the excellent way the children integrate regularly as part of the whole school, allowing them to observe and imitate the good role modelling of the adults and the older children. The children enjoy learning and communicate confidently their understanding of what is expected; they achieve the outcomes set for them by the school.

What the Setting Should Do to Improve

- 7.7 To improve further the good quality of its provision the setting should:
1. provide more training and development opportunities for the team to enhance their understanding of the principled approach of the EYFS;
 2. further develop detailed observational assessment which specifically highlights the child's next steps, informs the completion of the EYFS profile and contributes to the team's self-evaluation;
 3. develop the use of the indoor space to provide an environment that encourages activities which extend and stimulate individual learning
- 7.8 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.